

MYERSCOUGH COLLEGE
APPROVALS COMMITTEE VISIT
Farriers Registration Council



Established under the
Farriers (Registration) Act 1975

22-23 SEPTEMBER 2025

**Report of the Approvals Committee appointed by the Farriers Registration Council
Established under the Farriers (Registration) Act 1975, as amended**

FARRIERS REGISTRATION COUNCIL APPROVAL COMMITTEE VISIT TO MYERSCOUGH COLLEGE 22 AND 23 SEPTEMBER 2025

Introduction

1. The Farriers Registration Council (FRC) is charged under Section 11 (1) (a) and (d) of the Farriers (Registration) Act 1975 with approval of any course of training which the Council considers is designed to confer on persons completing it sufficient knowledge and skill for carrying out the shoeing of horses; and, any institution which the Council considers is properly organized and equipped for conducting the whole or any part of a course of training approved by the Council. The Council may refuse its approval or withdraw such approval previously given. The Council is further charged under Section 12 of the Act with keeping itself informed of the nature of the instruction given at institutions approved under the last foregoing section of the Act to persons attending courses approved under that section.

2. So long as the institution offers a course of training in farriery, the FRC has both a right and a duty to keep itself informed of the standard of the courses and the institution and to reassure itself that the courses are of a high standard and convey the knowledge and skills required. The Council carries out this duty by appointing an Approvals Committee (AC) to visit the institution as may be required, and to report to Council.

3. The Colleges deliver the farrier standard, which outlines the required knowledge, skills and behaviours and is available on the Skills England website.

<https://skillsengland.education.gov.uk/apprenticeship-standards/st0172-v1-6>

4. The Assessment Plan is also available on the Skills England website.

https://skillsengland.education.gov.uk/media/i1oj0b4p/st0172_farrier_l3_epa_v15-june-2024.pdf

The format of the End Point Assessment (EPA) can be found here:

<https://www.vetskill.com/epas/p/level-farrier3>

5. VetSkill is the End Point Assessment Organisation (EPAO) and carries out the End Point Assessment (EPA). The Colleges act as approved examination centres on behalf of VetSkill. On successful completion of the End Point Assessment the apprentice may use the post nominals QFS (Qualified to Farrier Standard).

6. The apprenticeship in farriery usually takes 42 months plus the EPA period. Apprentices are employed by an Approved Training Farrier (ATF) and have block release to one of the farriery colleges. Farriery Placement Officers (FPOs) from the colleges visit the apprentices in the workplace to ensure their welfare, check health and safety and to liaise between the ATFs and colleges in relation to the apprentice's training.

7. The purpose of an Approvals Committee (AC) visit is to gather evidence that may be evaluated in order to provide assurance to both the public and the FRC that training standards are being met and arrangements for safeguarding are effective. The AC for this visit consisted of:

- a. Martin Peaty BVSc CertEP CertES (Orth) MRCVS, Chairman.
- b. Stephen Newman CertEd MSM FWCF.
- c. Sarah Hamlyn MSc BSc BHSI.

8. The AC were welcomed by Chief Executive and Principal, Wes Johnson, Vice Principal and Deputy Chief Executive, Joanne Sherrington, Deputy Principal Education, Damian Stewart, Executive Director/Assistant Principal - Apprenticeships, Skills and Employer Engagement, Paul McGrail, Executive Director of Quality & Performance, Andy Gadsdon, Director of Apprenticeships and Skill, Tracey Landon, Curriculum Area Manager, Alex Seaward, and Lead Practitioner, Craig D'Arcy.

9. The AC had the opportunity to meet with and talk to 48L students on Week 3 of Block 3, farriery tutors and farriery placement officers (FPOs).

10. At the conclusion of the visit the AC discussed an outline of their findings including proposed recommendations to senior staff.

11. A draft report was supplied following the visit in order to provide the College with the opportunity to comment and fact-check the content.

Historical Background

12. Following its visit to Myerscough College on 28 and 29 March 2023, the FRC recommended that:

a) The themes identified during lesson observations are used to support staff development and included in the QIP

b) That further guidance is given to the apprentices on the range of activities which count as "off the job" training during normal working hours.

c) Schemes of Work and Lesson Plans are updated regularly and are available to the farriery team.

d) The College ensures the undertakings given in relation to administration of the EPA/DipWCF examinations are actioned.

e) The Data Sharing Agreement with the FRC is adhered to and that the farriery management immediately put in place a plan to ensure that weekly returns are made to the FRC.

13. Each of these recommendations was followed up by the AC.

a). Myerscough College indicated that staff have received targeted CPD linked directly to outcomes from the blueprint learning walks (BPLWs) and the Blueprint Learning Walk Guidance document was provided to the AC.

b) FRC were told that apprentices receive a guide on block 1 to show what should and what should not be included as 'off the job' training. The guide was provided to FRC and AC. The Quality Risk Assessment (QRA) identified some potential issues with "off the job" training and the apprentices' entries on OneFile are now checked and approved line by line by the Curriculum Area Manager (CAM).

c) Schemes of work have been completed for each block and were provided to the FRC.

d) Assurance was received that all regulations of VetSkill, the EPAO, as well as the Joint Committee for Qualifications (JCQ) are adhered to, and the latter organisation has made a satisfactory assessment visit.

e) The FRC secretariat confirmed that the Data Sharing Agreement with Myerscough is now complied with and that weekly reports are provided by the Area Curriculum Manager in the majority of instances.

Financial Viability and Probity

14. Myerscough College Annual Report and Financial Statements for The Year Ended 31 July 2024 prepared by auditors RSM Audit LLP were provided to the FRC.

15. Total reserves were £45,321,422, total income £38,827,985 and total expenditure £38,288,574 resulting in an operating surplus of £539,411.

16. The comparable figures for the year ending 2022 were as follows: Total reserves were £40,588,049, total income £35,373,788 and total expenditure £35,797,023 resulting in an operating loss of £423,235.

17. This shows improvement in the balance sheet and that an operating loss in 2022, at the time of the previous AC visit, had become an operating surplus in 2024.

18. The Education and Skills Funding Agency financial health rating for Myerscough College is 'Good'.

19. The College governors considered that Myerscough College was certified as a going concern, and this was the opinion of the auditors.

20. Farriery produced a gross margin of minus 1.8% after direct costs. The margin decreases when the Department's share of fixed College costs is included. A surplus was budgeted for and the increase in national funding for farrier apprenticeships from £15,000 to £24,000 had helped along with synergies from black smithing and farrier HE provision. Unforeseen costs such as government increases in employer's national insurance contribution, increases in the cost of steel and coke and repairs and replacements including roofing, upgrading forges to stainless steel hoods and boshes and a new farriery truck have led to the small loss. Senior management confirmed that Myerscough was committed to supporting the provision of skills for the land based and rural sector as outlined in its Vision Statement, and that this included farriery which was one of the few apprenticeships which led to registration with a regulated profession and had synergies with other equine courses at Myerscough.

21. The College provided to the AC the Counter Fraud Policy, the Whistleblowing Policy and Procedure and the Annual Audit and Governance Report. The Ten Principles of Standards in Public Life are outlined and inform these documents.

22. Several strategies to attract learners are in place. Short courses are run over summer for those interested in training as a farrier with several progressing to farrier training or black smithing. Blacksmithing has increased from 4 learners last year to 13 this year and 18 next year with around 25% going on to become farrier apprentices. DipHE numbers have increased from historical numbers of 5-6 to 12 last year and 11 this year. Around a 1/3 of these become active ATFs and will usually send their apprentices to Myerscough.

23. Low numbers of only 2 or 3 apprentices in March intakes has led to the decision to teach them with the September intakes. There is a demand from the employer ATFs to have a March intake to fit with the needs of their businesses, but it is not financially viable to teach such small numbers. There was also a concern that apprentices in small cohorts do not have such a good student experience as those in larger cohorts where

greater opportunities for collaboration and socialising exist. The apprentices in the March intake will spend the same time on programme. The students requested improved notices of block release attendance date changes, and the College have undertaken to give them the dates for the following academic year as soon as they are available. The decision to teach them with the September intake was made late and resulted in some disruption to apprentices and employing ATFs.

Teaching and Learning

24. The Lead Practitioner has a Certificate in Education (CertEd), one of the HE lecturers in farriery has a Post Graduate Certificate in Education (PGCE) and all but one of the other farriery lecturers have the level 3 teaching qualification Preparing to Teach in the Lifelong Learning Sector (PTLLS) now known as Award in Education and Training (AET). The other has done first module of the PGCE designated PET. Myerscough College are phasing out funded PGCEs for new staff favouring Level 5 Apprenticeships, which it sees as less academic and more practical and hopes will improve the student experience. Myerscough College is partnering with Reaseheath College for delivery with significant cost savings coming from being able to access the apprenticeship levy to fund these apprenticeships.

25. The AC was provided with Timetables, Action Plans for Work based Evidence and Schemes of Learning for Blocks 1-7 of the Myerscough Farrier Apprenticeship programme.

26. The AC carried out lesson observations of both theory and practical teaching.

27. For the theory lesson, classroom layout was good with all students having a clear view of the PowerPoint.

28. There was evidence of planning, and the lesson followed a logical sequence. The learning outcomes were written on the white board, however they were not referred back to during the lesson to ensure that they had been covered and understood. The lesson was pitched at the correct level but there was no evidence of stretch and challenge or differentiation.

29. There were no reference made to the Knowledge, Skills and Behaviours (KSBs) throughout the lecture and where this lesson fits into the EPA.

30. The tutor made good use of his and the apprentice's practical experience to illustrate points throughout the session. The tutor asked a number of relevant questions; however, these were open questions and only a few apprentices answered and participated in the ensuing discussion.

31. Apprentices were attentive but none of them took any notes, written or electronic, or were encouraged to do so. There was a lack of variety in learning activities and too few checks on learning.

32. The practical lesson in the forge started with a demonstration by the tutor on some of the shoe variants. Students then went away to light fires and practice these variants on shoes. Good tutor support was seen throughout practical with water breaks provided approximately every 50 minutes. Students were well motivated showing a good level of

skill and worked safely. Their tools were well maintained and suitable for the task and safety glasses worn throughout practical lesson. There was no referencing of the Farriery Standard (KSBs) or how the skills being acquired related to the EPA.

33. One File is being used to ensure that all apprentices complete the required 'off the job' training. During the course of their apprenticeship, all apprentices on the new apprenticeship standard are required to complete 20% (in time) of their training 'off the job.' One File allows apprentices to log activities such as professional discussions with their ATFs, formally organised CPD events, competitions and webinars as well as time at college. One File gives a running total so all stakeholders know if the apprentice requires more input.

34. Apprentices are required to log at least 6 hours per week of "off the job" training during normal work hours and find this difficult to achieve especially as training completed outside normal working hours cannot be included. Guidance has been provided to help apprentices with this requirement.

35. Between blocks apprentices are allocated assessments to complete on OneFile. The quality assurance of the bank of questions and their mapping to the KSBs (as outlined in the Vetskill Handbook) has been identified on the Quality Risk Assessment (QRA) as requiring improvement. Model answers or marking schemes need to be developed to avoid the risk of inconsistent marking.

36. Due to smaller numbers, March (48S) and September (48L) blocks have been merged. This has given more flexibility to the timetable, freeing up Easter and half-terms, enabling staff to take annual leave and/or use the time for lesson preparation or pedagogical development.

37. Half terms have been designated as re-sit weeks so that any apprentices failing any assessments in the two previous blocks can attend to re-take these assessments.

38. External institutions involved in enhancing and improving the quality of the teaching and learning experiences in the farriery department at Myerscough College include:

- a) Mustad who partner with Myerscough and supply horseshoes and nails for apprentices to utilise during their training.
- b) Third Millennium who deliver a demonstration to apprentices to give an introduction into the use of modern materials including acrylics, aluminium and other non-steel equine hoof solutions.
- c) Master and Apprentice Shoeing Competition provides an opportunity for apprentices to compete with their employer, undertaking a task similar to that of the EPA Assessment Method 4, the Shoeing Test. Apprentices compete with their ATFs against other apprentices and employers in a timed exercise.
- d) British Farriers and Blacksmiths Association (BFBA) membership for apprentices is provided free of charge.
- e) Eastlake and Beachell deliver a lecturer on insurance, which is a professional requirement when qualified.
- f) Equigate lecture on business topics including invoicing and VAT. Access to their App is provided free of charge whilst in training as a farrier apprentice.

- g) The Brooke deliver a lecture on shoeing around the world and the promotion of welfare in working equids.
- h) The FRC Registrar outlines professional regulation.
- i) Hoof Beat train staff on the use of equipment used by HE students during their dissertations.

39. End-of-block reports and action plans which are entered on OneFile were examined. Both documents are shared with the ATF employer, FPO and apprentice. These outline clearly what the apprentice should achieve prior to the next college attendance, what online courses need to be completed and what shoes should be brought to College at the next attendance. The end of block reports and action plans are reviewed by the FPO prior to their visits and discussed with apprentices and ATFs during the visit. College attendance with incomplete action plans would be identified by farriery tutors and raised with the apprentice, ATF and FPO.

40. In the last 12 months an innovative way of producing the end-of-block reports has been developed. Rather than a written report the apprentice receives a 2-minute video on OneFile, giving timely feedback on the three end-of-block assessments: live horse assessment, written test and practical test. Feedback is clear and relevant. More recently a fourth video specifically for the ATF has been introduced, giving a summary of the apprentice's performance. The ATF can access this via OneFile and the FPO's also watch the video with the ATF during their visit, to ensure that it has been seen. The impact of this is that there is much more employer engagement with OneFile and feedback from the apprentices and ATFs has been positive.

41. A veterinary surgeon on the staff lectures on veterinary nursing and farriery. She is more involved with the DipHE farrier qualification than the EPA qualification but does lecture the apprentices on the vet/farrier relationship, diagnostic imaging including x-rays, the Veterinary Surgeons Act and Farriers Registration Act, and on the use of sedation in difficult horses.

42. Anatomy, physiology and pathology are taught by the farriery lecturers.

Continuity of Apprentices in Training

43. The College and its FPOs are aware of the need for apprentices to continue to be in paid employment in order to continue as an apprentice in training, carry out farriery lawfully and be eligible for public funding.

44. The FRC and AC were supplied with the Break in Learning and Return to Learning forms used to document these events.

45. The Break in Learning form states that the apprentice has 12 weeks from the date they left employment to find a new employer after which withdrawal is required.

46. A College assessment is required to re-start training and if appropriate apprentices may be moved back a block.

47. There is an Apprenticeship Training Service Agreement in place for each apprentice, and a random signed copy was requested and seen by the AC for one of the 48L Block 3 apprentices present at the College during the AC visit.

48. FPOs record details of the employer and workplace at their visits.

49. The College and FPOs will help to resolve apprentice grievances and ATF dissatisfaction with apprentices and facilitate a change of ATF where that is the most appropriate or only option.

50. Apprentices leaving the employment of one ATF and entering employment with another ATF who is not currently working with the College will have all the required checks and documentation completed and this will include the completion of a new Apprenticeship Training Services Agreement.

51. Re-take candidates remain in employment.

Quality Assurance and Compliance

52. OFSTED visited Myerscough College 7 to 10 November 2023 and assessed against 9 areas. Four areas were rated GOOD and five were rated REQUIRES IMPROVEMENT.

53. OFSTED carried out a monitoring visit on 27 and 28 November 2024 and noted reasonable improvement in three of the five areas and significant progress in the remaining two areas.

54. The Joint Committee on Qualifications (JCQ) visited Myerscough on 15 May 2025 and the AC were provided with their report titled Report on Examination Arrangements for General and Vocational Examinations and Assessments. All criteria assessed were judged as being met.

55. VetSkill, the End Point Assessment Organisation (EPAO), carried out an unannounced visit to assess the conduct of examinations on 16 July 2025. All the required criteria on conduct of the assessment, security of examination papers, invigilation and the examination room environment were judged to be met. It was observed that learner dissertation work was displayed in the examination room and, whilst it was judged this was not useful to the apprentices in completion of their assessments on this occasion, it was recommended that it be removed to avoid distraction and in case it was useful and impacted the fairness and reliability of the assessments in future.

56. End Point Assessment (EPA) results for January, May and November 2024 and May 2025 are tabulated in Appendix 2. Percentage pass marks to the nearest percent are

given for each of the four EPA assessments which are written, professional discussion, unshod trim and shoeing test.

57. Numbers in each cohort are low so percentages must be interpreted with caution. Nonetheless, the written results for May 2024 and the unshod trim and shoeing test for November 2024 and May 2025 were well below 50%.

58. Learning walks are carried out to ensure that all elements of the “Blueprint” are contained in all teaching at Myerscough as part of the quality assurance of teaching.

59. The Blueprint elements are as follows

- 1) There is evidence of planning and a clear structure (taking into account Health and Safety and students with SEND) that follows a logical sequence.
- 2) You have shared appropriately challenging learning objectives / outcomes for the session and then check them during the session.
- 3) The session is taught at the right level, provides stretch and challenge and you have planned learning activities that meet your students’ needs.
- 4) There are clear instructions throughout about what students are expected to do and to learn and all learners are actively engaged in learning.
- 5) There is formative assessment (checking for learning) throughout, and students receive feedback on their performance in the session and on any work, they submit (following Swans method).
- 6) Students know how to record any learning points from practical and theory delivery and know where to find content from which to revise or compound learning.
- 7) You have considered students’ starting points (including EHCP outcomes) and students know their target grade, current working-at grade and how to bridge any gap.
- 8) Maths, English and wider employability and social skills are embedded wherever the chance arises.
- 9) Any student who has fallen behind or whose performance has dipped has an intervention plan in place and knows how they are being supported.
- 10) You have shared your plans for the session with ILAs (as required).

60. The newly developed Quality Risk Assessment (QRA) clearly identifies issues with; inconsistent teaching, poor preparation for the EPA, apprentices uncertain of the content of the EPA, inconsistent and inaccurate recording of off the job training, feedback to apprentices deviates from the expected model, apprentices are unable to articulate their understanding of personal development.

61. These issues have been identified through a series of Blueprint Learning Walks. Action has been taken and is described in paragraph 65 below. The effectiveness of these measures will be judged by another round of BPLWs.

62. The QRA is due for its first review shortly.

63. The Quality Assurance (QA) team is being expanded to include Quality and Performance coaches, who will work with the farriery team to help them take more responsibility for quality assurance. The vision being everyone is part of quality improvement.

64. Myerscough have identified and clearly outlined problems and put in place strategies for improvement. The AC questioned staff and leadership in relation to familiarity with

the problems and the effectiveness of the strategies for improvement and all understood the issues and were motivated to implement improvement.

65. Feedback has been provided to staff. Teaching and learning coaches are working with farrier lecturers and schemes of learning have been reviewed. Targeted CPD and support is being provided.

66. The College is in the process of changing the provision of external horses which are shod, from Lancashire Police to a local trekking centre which will bring their horses to College for shoeing. Both shoeing in the forge and the type of horse shod will more closely reflect the shoeing test in the EPA and help apprentices be better prepared.

67. The AC recommend that the FRC are sent a copy of the first review of the Quality Risk Assessment and the November EPA result to enable progress made by the College to be monitored.

Staff

68. Staff involved in the farriery department including their qualifications, roles and days worked are outlined in Appendix 1.

69. All farriery lecturers and both Farriery Placement Officers (FPOs) have appropriate professional qualifications and all but one of the farriery lecturers have Bachelor of Science Honors degrees.

70. FPOs look at health and safety, equality and diversity, safeguarding and extremism at work-based visits as well as the apprentice's progress on the course as recorded on OneFile.

71. The FPOs were both interviewed in person and found to be enthusiastic about their roles. Administrative support from the College and availability of action plans and progress on One File was reported to be good.

72. Teaching qualifications are discussed in the paragraph on Teaching and Learning.

73. CPD records were seen and CPD discussed. In addition to College CPD on health and safety, equality and diversity, safeguarding and extremism, farriery CPD is completed.

74. Staff to apprentice ratios for practical sessions were as stated by the College: They were observed to be no greater than 1:4 for shoeing horses 1:8 for shoemaking.

Resources

75. Shoeing areas equipped with 8 coke and gas forges and 6 horse shoeing bays are available with a side room with and additional two forges and shoeing bays. First aid

kits, burns kits and eye wash were available. A welding bay and guillotine was available in the side room with a second guillotine in the steel store. Additional forges used mainly for blacksmithing are also available. The agricultural engineering department also have further welding equipment available to farriery apprentices and HE students.

76. A study room with an excellent display of anatomical drawings is available for study including break-out sessions with individual apprentices. This has recently had a secondary roof installed, which improves acoustics when it is raining, and equipment for deforming and stressing limbs and hooves for HE projects. There are dedicated classrooms for theory teaching.

77. Good stocks of both flat and concave steel in a variety of sizes was present onsite along with a bunker of coke which was three quarters full. Several spare full propane cylinders were stored outside in a locked flammables cage.

78. There is a sign outlining action to be taken in case of fire, providing instructions on notifying the emergency services, fighting the fire when safe to do so using the equipment provided and evacuating any horses. The contact telephone number requires updating.

79. The College has an equine department with 34 College owned horses available for shoeing or trimming by farriery apprentices. The contract with Lancashire Constabulary for shoeing police horses was allowed to lapse by not re-tendering for it as several of the horses were not suitable for students to shoe. A new arrangement with a local trekking centre is currently undergoing the due diligence process. Horses will need to be transported to the College for shoeing, and the College should therefore look into the need for the trekking centre to have an operator's license. The College farriers' vehicle equipped with forge and anvil has failed its MOT and is not serviceable. It is recommended that measures to ensure sufficient horses for apprentices to shoe whilst on block release are put in place as soon as possible. The apprentices on Block 3 during the visit had no planned access to horses to shoe during the block and, although they are early in their apprenticeships, they were concerned that they will experience skill fade by the time they return to work.

80. Extensive health and safety and maintenance documentation was provided to the FRC and included Portable Appliance Testing (PAT), Electrical Installation Condition Report (EICR), fire alarm and emergency lighting, gas installation safety report and Legionella risk assessment certification and maintenance records including for roofing of the forge areas.

81. Accommodation and catering are available on campus where there are also social spaces in The Hub. It was reported by the apprentices that the accommodation frequently required repairs but that when these were reported the estates department dealt with them promptly.

82. The library is an excellent resource. It has a professional librarian who produces subject specific guides to facilitate easy access for learners including farriery apprentices. The guides reference the websites which can be accessed to sign in but also enable the apprentices to easily use their phones to link to resources using QR codes. There was good provision of farriery textbooks. Adams' Lameness in Horses was the main veterinary lameness text, and a 4th edition was present in the library. During the visit a current 7th edition was ordered and a digital edition also ordered so that the apprentices now have access to the digital textbook remotely including when they are not on block release at college. A good range of equine periodicals including Horse and Hound, farrier journals including the American Farriers' Journal and the Farriers Journal and veterinary journals including the Veterinary Record, In Practice, Equine Veterinary Journal and Equine Veterinary Education were present in the library and available for remote access where the publishers made digital versions available. Large numbers of computers were available for learners in the main library area and also in quiet study rooms.

83. Canvas is used to make recorded lectures, PowerPoint presentations, theory content and college information including the student handbook available.

Student Welfare

84. There is a student welfare hub called The Core where emotional and health support is available.

85. The College has a contract with a local GP in Garstang just around 3 miles from Myerscough to see resident students living away from their home.

86. ProMonitor is an internal online reporting system which can be used to for issues relating to learners. It notifies all those responsible for a learner by e-mail.

87. The AC met with the Designated Safeguarding Lead (DSL) Erica Parry. The Child Protection Online Management System (CPOMS) is used to record confidential safeguarding issues. These include financial, residential, relationship, safe use of alcohol and other matters. Concerns can be raised by students themselves via e-mail, the 24-hour residential phone (text and WhatsApp), by dropping into the Core or by staff via e-mail or ProMonitor or by dropping into the Core. There is a named safeguarding person for each curriculum area.

88. The AC met with the Inclusive Learning Manager for Apprentices, Kirsten Hunter, and the Inclusive Learning Adviser, Janice Clarke, who works with the farrier apprentices providing learning support in most lectures and is obviously highly regarded by them.

89. Additional learning needs assessments are carried out when a possible need is identified and the assessment uploaded onto OneFile so that farriery tutors and Farriery

Placement Officers (FPOs) have access. A support plan and 3-monthly reviews are put in place. The support plan is reviewed if it is not working. Seventeen of forty-two apprentices receive learning support. One to one support is available on block release and also in the workplace remotely. The inclusive learning adviser is present in all farriery lectures and is therefore a familiar presence to the whole cohort. She produces material which is made available to all apprentices and not just those with learning support needs.

90. Reasonable adjustment requests are produced and forwarded to the End Point Assessment Organisation (EPAO), VetSkill, in advance of the EPA.

91. The Farriery Student Handbook is available on Canvas, a Virtual Learning Environment (VLE), along with The Essential Guide (Farriery) which was made available to the AC. When questioned, the apprentices had all seen the handbook and liked that the theory is accessible online.

92. Student surveys and feedback is taken seriously by the College and informs the quality improvement process. FPOs prompt completion by apprentices by reference to OneFile.

Equality Diversity and Inclusion

93. The Essential Guide 2022-2023 (Farriery) outlines codes of behaviour and that the Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) principles need to be adhered to.

94. The College FREDIE policy was made available to the AC. Training is provided to all staff including the FPOs and apprentices. Apprentices are required to complete the courses provided on OneFile.

95. Prevent training is provided for recognizing extremism and preventing terrorism and farriery staff and FPOs record this CPD on Smart Log.

96. The students were confident in discussion and showed respect to their peers.

Approved Training Farriers (ATFs) (Employers)

97. The College reports a significant shortage of ATFs which is impacting the ability to recruit learners to become apprentices. There are several learners who complete the blacksmithing course and would like to train as farriers but are unable to find an ATF. Similarly at each open day there are significant numbers of attendees who are strongly motivated to become farriers but cannot find an ATF. The College approach the ATFs they work with, but many say they are not taking on any more apprentices. Reasons include the increasing expense and stage of career. Farriers wishing to become an ATF

must have completed a higher Farriery Qualification; such as the AWCF (prior to 6 October 2023) or DipHE in Farriery, or have achieved another equine or farriery related higher qualification at Higher Diploma/Degree level.

98. The college currently has around 44 apprentices in training with around 37 ATFs. This compares with around 52 apprentices and around 45 ATFs in 2023.

99. An ATF training and CPD day was held on 18 July 2025. Results of the four assessments which constitute the End Point Assessment (EPA), namely the written assessment, professional discussion, unshod trim and shoeing test, were presented. The K1 knowledge area, which features the role of the farrier in health and safety in the workplace was highlighted as an area of weaknesses in the written test. Eighty per cent or more of the training received by apprentices is in the workplace and provided by ATFs, so the opportunity was taken to work on this area.

100. All ATFs have completed the Train the Training Farrier Award (TTFA).

101. Those on the DipHE program at Myerscough have the TTFA incorporated into it, and the College offers opportunity for other farriers to join this module. Typically, 2 or 3 farriers from outside DipHE join for the TTFA each year.

102. There is an Apprenticeship Training Service Agreement in place for each ATF and a random signed copy was requested and seen by the AC for one of the Block 3 apprentices present at the College during the AC visit. This was signed by the apprentice, ATF and FPA and includes a statement that an employment contract or written statement of main employment terms is in place.

103. The ESFA monitor compliance closely and withdraw funding if there is not strict compliance. The College therefore has procedures in place to ensure compliance.

104. Off The Job (OTJ) training is logged on OneFile and audited by the Curriculum Area Manager following identification that there were some recording issues when the Quality Risk Assessment was carried out. It is recommended that when off the job training is completed in the evenings and at weekends, checks are carried out to ensure that it qualifies by virtue of the time being given back to the apprentice in lieu.

Relationship with the FRC

105. Myerscough College has a data sharing agreement (DSA) with the FRC which helps ensure both organisations meet their obligation under the General Data Protection Regulations (GDPR).

106. The College is required to notify the FRC of any changes affecting ATFs and Apprentices. An apprentice may not practice farriery until enrolled with the FRC and must be employed by an ATF to shoe horses legally. Weekly updates are therefore required by all farriery Colleges and provided by Myerscough in the majority of cases.

107. Comprehensive documentation covering all the areas the AC is required to look at by the FRC Procedures for Approvals and outlined in this report were provided by Myerscough in good time. Clarification requests were actioned promptly.

SUMMARY AND RECOMMENDATIONS

1. The Farriers Registration Council (FRC) Approvals Committee (AC) visited Myerscough College on 22-23 September 2025 to consider the continued suitability of the College to deliver Farrier Apprenticeship training.
2. The AC was made welcome and was able to access the staff, students, facilities and records required to make a comprehensive assessment in relation to the FRC Procedures for Approvals which includes, in relation to this visit, the procedures for the Approval of Courses of Training and Institutions under Section 11(1) (a) and (d) of the Farriers Registration Act 1975.
3. The recommendation made in the 2023 visit have now all been actioned.
4. The AC noted several areas to be commended:
 - a) The Farriery Quality Risk Assessment was robust in identifying areas for improvement.
 - b) The farriery team including the curriculum area manager, lead practitioner, lecturers, field placement officers and leadership had actioned strategies to make the improvements needed.
 - c) There is good learning support provision for farrier apprentices, which is well thought through and co-ordinated in College and in the workplace.
 - d) The library provided all the key texts and journals as well as FWCF dissertations and the provision of extensive computer resources, digital books and targeted support from library staff added considerable value to this resource which can be used by apprentices in College and remotely in the workplace.
 - e) The School of Farriery and its staff are obviously supported and valued by the College leadership team.
 - f) Innovative end of block reports by video clip which have resulted in greater employer engagement.
5. Following its visit the AC recommends to the FRC that:
 - a) The FRC are sent a copy of the first review of the Quality Risk Assessment and the November EPA results to enable progress made by the College to be reviewed.
 - b) Measures to ensure sufficient horses for apprentices to shoe whilst on block release are put in place urgently.
 - c) When off the job training is completed in the evenings and at weekends, checks are carried out to ensure that it qualifies by virtue of the time being given back to the apprentice *in lieu*.
 - d) Differentiation should be better planned and evidenced in lessons to ensure the needs of those with learning support are met whilst others are stretched and challenged.
 - e) Lesson plans, learning outcomes and teaching and learning resources should be checked to ensure that they meet the Knowledge, Skills and Behaviours (KSBs) of the apprenticeship Farriery Standard ST0172.

f) Myerscough College is approved for the delivery of farriery training for a further two years, and the DipHE for the purposes of meeting the higher qualification requirement for joining the ATF list

APPENDIX 1

Myerscough School of Farriery Science Staffing and Teaching Hours

STAFF	QUALIFICATIONS	ROLE	WORKING DAYS
Alex Seaward	BSc (Hons) Equine Science MEd (Master of Education)	Curriculum Area Manager	FT - Mon-Fri
Craig D'Arcy	BSc (Hons) AWCF Cert Ed	Lead Practitioner	FT - Mon-Fri
Olwyn Starkey	BSc (Hons) Dip WCF PTLLS	Farriery Lecturer	PT - Tues + Thurs
Andrew Cooper	BSc (Hons) Dip WCF PTLLS	Farriery Lecturer	PT - Tues + Thurs
Christopher Smith	BSc (Hons) Dip WCF PTLLS	Farriery Lecturer	PT - Tues, Wed + Friday
Paul Conroy	BSc (Hons) AWCF PTLLS	Farriery Lecturer	PT - Tues + Wed
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Benjamin Taylor	Dip WCF PET	Farriery Lecturer	PT - Wed
Tony Storey	BSc (Hons) AWCF	Farriery Placement Officer	PT - 3 days per week
Paul Shaw	BSc (Hons) Dip WCF	Farriery Placement Officer	PT - 2 days per week
Jon Mather	BSc (Hons) AWCF	HE Farriery Lecturer	PT - Mon, Tues + Fri
Catherine Trickett	BVSc BSc (Hons) MRCVS PGCE	HE Farriery Lecturer/Veterinary Nursing	PT - Mon, Tues
Dorian Madin	Dip WCF	Blacksmith Lecturer	PT- Tues, Wed, Thurs

APPENDIX 2

Myerscough School of Farriery End Point Assessment Results- Percentage Pass Rate

Assessment	Number in Cohort	Written	Professional Discussion	Unshod Trim	Shoeing Test
January 24	11	64%	91%	100%	45%
May 24	12	92%	100%	100%	100%
November 24	3	100%	100%	33%	33%
May 25	9	44%	88%	33%	44%